

Reading *The Little Chapel That Stood*

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SUMMARY

During this activity, you and your child will actively read *The Little Chapel That Stood*, using the suggested reading strategies.

WHY

Children's picture books can be great for introducing kids to difficult topics. While reading together, you can decide how much you want to discuss the details of September 11, 2001.

TIME

- 30 minutes or more, depending on your child's interest and which reading strategies you choose

RECOMMENDED AGE GROUP

This activity will work best for children in kindergarten to 4th grade.

YOU NEED

- *The Little Chapel That Stood* book (in print or online at http://www.abcurtiss.com/graphics/books2/l_chapel/little_chapel1.htm)
- *Step Back in Time* sheets (*attached*)

CHALLENGE WORDS

(Definitions modified from Merriam Webster's WordCentral.com and LearnersDictionary.com)

You may notice that one or two words on each page are "challenge words" for young children. Ideas are often repeated more than once using different words, so don't worry if every word doesn't make sense. Just try to get the overall feeling of what the author is saying.

- *calamity*: event that causes great harm

More information at <http://americanhistory.si.edu/ourstory/activities/sept11/>

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- *cease*: to end
- *chandeliers*: large, decorated lights that hang from a ceiling
- *din*: loud confused mixture of noises
- *gallant*: very brave
- *hi-jacked*: took control of (an aircraft) by force
- *immense*: very great in size or amount
- *refuge*: shelter from danger or trouble
- *smoldered*: burned slowly
- *sojourner*: traveler or guest
- *solace*: something that gives comfort
- *steadfast*: unchanging
- *steeple*: a church tower
- *terrorist*: a person who uses violent actions to frighten others as a way of trying to achieve a political goal
- *vain*: useless
- *whined*: made a high, crying sound

PARENT PREPARATION

- Definitely read through *The Little Chapel That Stood* on your own before reading it with your child. The events of September 11, 2001, are fresh in the memories of many adults. Recognize any of your own feelings about the book and the historical event before you begin discussing them with your child.
- Consider reading the notes on the attached *Step Back in Time* sheets.
- If you have time, preview some of the reading suggestions below. Pick just a few suggestions that look interesting and appropriate for you and your child.

BEFORE YOU READ

- Together, think of a time when you felt sad or scared. What made you feel better? Do you have a special place that makes you feel especially safe?

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- Talk about the title and the front cover of the book. Have you ever seen a chapel? What does it look like? Is there one in your community? This book is about a very old chapel in New York City that was a safe place for people during a terrible event.
- Many children have heard adults mention “9/11” or “September 11,” but may not know much about what that day means to the United States. Ask your child about what he or she knows about the events of September 11, 2001. As you read together, look for information that supports or contrasts with the information your child had before reading the book.

Tip

If you are reading this book with more than one child, be sure to tell all of the children that this story brings up many different emotions in different people and it is important to be respectful of each other’s feelings when reading and talking together.

DURING READING

- The words of this book are written as a poem. Look at one of the pages of the book and see how the words are arranged on the page: Every few lines, the first words are closer to the edge of the page. This helps divide the words into a pattern of sounds that repeats. Read a few lines making a special effort to hear the rhythm of the words.

Tip

If you or your child enjoys poetry, explore the poetry resources on ReadWrite Think.org, such as the Poetry Line Break Explorer (http://www.readwritethink.org/files/resources/interactives/lb_explorer/lb_explorer.dcr).

- Listen for different people who help throughout the story. Who is helping? Who is being helped?

AFTER READING

- Talk about ways that you and your child help in your family or in your community. How does it feel to be a helper? Can you think of other ways you could help?



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- In reaction to the events of September 11, 2001, the United States began to lead a war against terrorism. The war has included fighting in many places and continues to impact many families even almost ten years after the original attacks. Has someone in your family fought in the war against terrorism? Do you know any people outside of your family who have fought? If so, talk to that person about what September 11 means to him or her.
- Read the *Step Back in Time* sheets together. Look for information that was mentioned in *The Little Chapel That Stood*, and information that was not. For the information that was not mentioned in the book, try to imagine where that information could fit in. For example, the Pentagon crash was not mentioned in the book. How would it sound as a part of a poem? What picture would go well with those words?

Tip The Step Back in Time sheets include a very brief overview of the events of September 11, 2001. If you and your child are interested in learning more, visit the National Museum of American History's online exhibition *Bearing Witness to History* (<http://americanhistory.si.edu/september11/>).

- Share your memory of September 11, 2001, with your child. How did you feel? Use the pictures or words from the book to talk together. Talk about ways the story in the book and your memory are the same or different.

Tip Many young children think that all of the “important” events in American history happened in the distant past and to other people. If you are able to share your memory of September 11, 2001, you can show your child that historical events touch the lived of everyday people and that history doesn't always mean “a long time ago.”

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For more information, visit the National Museum of American History website <http://americanhistory.si.edu/ourstory/activities/sept11/>.

September 11, 2001, will be remembered as one of the most shocking days in American history. *Terrorists hijacked* four airplanes and used them as weapons against the United States. The attacks destroyed the World Trade Center, harmed the Pentagon, and killed more than 3,000 people.

- The World Trade Center was a group of office buildings in New York City, famous for its Twin Towers that were 110 floors tall. The World Trade Center was hit by two planes.
- The Pentagon is a huge office building near Washington, D.C. where workers and members of the armed forces plan and support the American military. The Pentagon was hit by one plane.
- A fourth plane, Flight 93, was also *hijacked*. Some passengers heard by phone that other *hijacked* planes were being used as weapons, so they organized and stormed the cockpit of the airplane. Ultimately Flight 93 crashed in an open field near Shanksville, Pennsylvania, killing everyone on board. Officials believe the *hijackers* had been planning to crash into a building in Washington, D.C.

Immediately after the attacks, first responders, including police officers, firefighters, members of the military, and emergency medical workers, raced to the attack sites to rescue survivors and offer help to people at the sites. Many first responders were hurt or killed as a result of the attacks on September 11, 2001.



This photograph, taken by firefighter Jon Culberson, is one of the first images of the Pentagon shortly after the terrorist attack.

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Following the **terrorist** attacks of September 11, children and adults from across the country felt a strong need to aid and show support for the first responders and rescue workers at the three crash sites. Warm notes from supporters were comforting to the workers who had very hard jobs to do. In addition, many individuals across the country responded by making art and jewelry that was specifically related to the sites of the attacks or generally **patriotic**.

In response to the attacks by al Qaeda, an international **terrorist** group, America began to lead a war against **terrorism** that has included fighting in places such as Iraq and Afghanistan.

- **terrorism**: the use of violent actions to frighten people as a way of trying to achieve a political goal (Terrorists are people who use terrorism.)
- **hijack**: to take control of (an aircraft) by force
- **patriotic**: having or showing great love and support for your country



With over 16,000 military employees, the corridors and offices of the Pentagon are filled with uniformed soldiers from the Army, Navy, Air Force, Marines, and Coast Guard. Baseball-style caps like these are authorized for wear on board ship, and are traditional souvenirs of vessels visited or served on. These two hats were recovered from the Pentagon after the attacks on September 11, 2001.

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Read the “Reading Guide” sheets for step-by-step instructions.

OBJECTIVES

The students will be better able to:

- Read for understanding.
- Describe the events of September 11, 2001, and its aftermath.

STUDENT PERFORMANCE CRITERIA

- Asks questions and offers personal opinions.
- Contributes appropriate ideas and listens to others.
- Discussion demonstrates an understanding of the historical content.

STANDARDS

NCHS History Standards

K-4 Historical Thinking Standards

- 3E. Compare different stories about a historical figure, era, or event.

K-4 Historical Content Standards

- 4B. Demonstrate understanding of ordinary people who have exemplified values and principles of American democracy.

IRA/NCTE Language Arts Standards

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

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